

ST JAMES-SANTEE ELEMENTARY

8900 Highway 17 North
McClellanville, SC 29458

GRADES PK-5 Elementary School

ENROLLMENT 256 Students

PRINCIPAL Lerah Smith Lee 843-887-3395

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	68	49	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

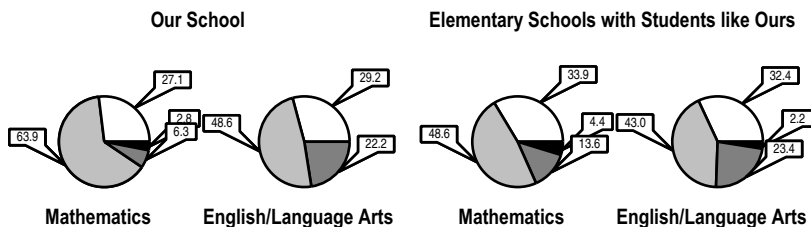
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	151	100.0	29.2	48.6	22.2	0.0	32.6	Yes	Yes
Gender									
Male	73	100.0	41.8	46.3	11.9	0.0	19.4		
Female	78	100.0	18.2	50.6	31.2	0.0	44.2		
Racial/Ethnic Group									
White	17	100.0	20.0	46.7	33.3	0.0	53.3	I/S	I/S
African-American	133	100.0	30.5	49.2	20.3	0.0	29.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	123	100.0	23.7	50.8	25.4	0.0	37.3		
Disabled	28	100.0	53.8	38.5	7.7	0.0	11.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	151	100.0	29.2	48.6	22.2	0.0	32.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	151	100.0	29.2	48.6	22.2	0.0	32.6		
Socio-Economic Status									
Subsidized meals	138	100.0	29.5	50.0	20.5	0.0	30.3	Yes	Yes
Full-pay meals	13	100.0	25.0	33.3	41.7	0.0	58.3		

Mathematics - State Performance Objective = 15.5%									
All Students	151	100.0	27.1	63.9	6.3	2.8	27.8	Yes	Yes
Gender									
Male	73	100.0	29.9	62.7	3.0	4.5	22.4		
Female	78	100.0	24.7	64.9	9.1	1.3	32.5		
Racial/Ethnic Group									
White	17	100.0	20.0	53.3	26.7	0.0	60.0	I/S	I/S
African-American	133	100.0	28.1	64.8	3.9	3.1	23.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	123	100.0	22.0	66.9	7.6	3.4	31.4		
Disabled	28	100.0	50.0	50.0	0.0	0.0	11.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	151	100.0	27.1	63.9	6.3	2.8	27.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	151	100.0	27.1	63.9	6.3	2.8	27.8		
Socio-Economic Status									
Subsidized meals	138	100.0	28.8	65.2	4.5	1.5	25.0	Yes	Yes
Full-pay meals	13	100.0	8.3	50.0	25.0	16.7	58.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	39	100.0	29.4	55.9	14.7	N/A	14.7
	Grade 4	70	100.0	38.5	49.2	12.3	N/A	12.3
	Grade 5	66	100.0	41.5	46.2	12.3	N/A	12.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	47	100.0	26.1	37.0	37.0	N/A	37.0
	Grade 4	40	100.0	27.5	50.0	22.5	N/A	22.5
	Grade 5	64	100.0	32.8	59.4	7.8	N/A	7.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	39	100.0	17.6	73.5	5.9	2.9	8.8
	Grade 4	70	100.0	38.5	43.1	13.8	4.6	18.5
	Grade 5	66	100.0	24.6	58.5	13.8	3.1	16.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	47	100.0	19.6	69.6	8.7	2.2	10.9
	Grade 4	40	100.0	25.0	67.5	5.0	2.5	7.5
	Grade 5	64	100.0	35.9	56.3	4.7	3.1	7.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 256)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.9%	N/A	3.6%	2.7%
Attendance rate	95.2%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		5.3%	3.5%
Eligible for gifted and talented	5.1%	Down from 5.5%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Down from 10.3%	8.0%	8.2%
Older than usual for grade	2.7%	Down from 16.4%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	33.3%	Up from 20.7%	48.7%	51.4%
Continuing contract teachers	74.1%	Up from 65.5%	81.4%	87.5%
Highly qualified teachers**	90.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	12.5%		3.2%	0.0%
Teachers returning from previous year	82.5%	Up from 74.8%	83.3%	86.7%
Teacher attendance rate	92.8%	Down from 93.0%	94.7%	94.9%
Average teacher salary	\$36,475	Up 2.8%	\$39,896	\$40,760
Prof. development days/teacher	22.0 days	Up from 17.7 days	13.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 21.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.6 to 1	17.2 to 1	18.9 to 1
Prime instructional time	86.0%	Down from 86.6%	89.0%	90.0%
Dollars spent per pupil*	\$8,120	Up 4.7%	\$6,817	\$6,044
Percent of expenditures for teacher salaries*	54.3%	Down from 55.0%	63.9%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. James-Santee Elementary strives for excellence by delivering high quality instruction in all academic subjects. We also promote and expect positive behavior by implementing our Character Counts Program in all of our classrooms. The expectations that we have for all of our students has increased our achievement level and decreased behavior problems. Our students are happy, friendly, intelligent, and talented.

The sixth year implementation of the Palmetto Achievement Challenge Test was administered in grades three, four, and five during the first week of May. We expect achievement levels on the PACT Test to increase due to the effective use of data and benchmark assessments.

St. James-Santee Elementary school is proud to have the Juanita Middleton Rising Star Child Development Center on Campus. We are the only school in the Charleston County School District that educates students from six weeks to fifth grade. Our early childhood program has been instrumental in increasing student achievement levels in kindergarten and first grade and has provided our older students with an admiration for early childhood education.

This year we were blessed to receive a portion of the one and a half-million dollar Reading First Grant for all of our kindergarten through third grade classrooms. For the next five years St. James-Santee will receive a substantial sum of money that will support a balanced literacy model and provide staff development in the five areas of literacy instruction supported by the National Reading Panel.

Our school is a family that is committed to ensuring academic success for all of our students. We are confident that our students received the best instruction this academic year, but look forward to increased achievement and effective delivery of instruction next year. Thank you for your continued support of St. James-Santee Elementary. It is going to take all of us working together to ensure that we Achieve Performance Excellence for all of our students at St. James-Santee Elementary.

Lerah Smith Lee, Principal
Elizabeth Young, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	56	45
Percent satisfied with learning environment	87.0%	94.6%	90.5%
Percent satisfied with social and physical environment	91.7%	90.9%	86.0%
Percent satisfied with home-school relations	47.8%	92.9%	72.7%

*Only students at the highest elementary school grade level at this school and their parents were included.